cause and effect. Broad, meaningless generalizations are absent, while the book is replete with definite human and other life-responses to specific physical conditions. The student is led to see the great importance of geographic science to human affairs. The book is in no sense a compilation of encyclopedic knowledge but is truly a contribution to the advancement of scientific geography. It is an epoch-making text marking the end of the old pure physiography as now taught in most schools, and the establishment of geography as a distinct and definite science. Its influence in the next decade will be far-reaching. The discussion of industries is far too brief to be of much intrinsic value but offers an excellent introduction to a more intensive study of economic geography, and will tempt the thoughtful student to further study of the many phases of the science.

Other features of the book are a wealth of well-selected illustrations which are closely associated with the text, an excellent collection of maps, and a series of questions at the end of each chapter. The answers to most of these questions are not given in the text but may be reasoned out after a careful study of it. These questions differ from the usual type in that they are truly problems in geography and are certain to arouse discussion.

*High School Geography. Parts I and II: Physical and Economic.* By CHARLES R. DRYER. New York: American Book Co., 1911. Pp. 340. $1.20.

Dr. Dryer's new book is designed to meet the demand for a new geography which shows the relationship of man to his natural environment. As a high-school text it is a pioneer in this field. Part I is called physical geography, but in the selection of material preference has been given to those earth features which have directly helped or hindered man in his progress. Such topics as the following give an idea of the subjects discussed: "Earth, Sun, and Moon"; "World Economy"; "The Land"; "Gradation by Running Water"; "The Economic Relations of Streams"; "Gradation by Ground, Water, and Wind"; "Soils"; "Coasts and Ports"; "The Atmosphere"; "Climate"; "Plant Regions"; "The Geography of Animals"; "The Human Species." While a few of these subjects do not occur in the older texts, most of them are so familiar that the change from the old geography to the new will be quite simple. Part II is called economic geography and "the outlines of household management practiced by the great human family in its terrestrial home are presented against the background of the natural earth already shown." "Natural Resources and Food Supply"; "Clothing and Constructive Materials"; "Heat, Light, and Power"; "Manufacture, Trade, and Transportation" are the subjects treated. This portion of the text presents to the high-school student a phase of geography which has been kept from him far too long and will awaken interest in what he frequently has considered as a "useless course." It seems, however, that Part II is too much of a compilation of descriptive

material—of much instructive value—without sufficient attention to the development of successive geographic causes that lead to definite results. Relationships are frequently stated as bare facts but not proven, and the average high-school student demands proof. For this reason it seems to be better adapted "to learn" for recitation work than to develop reasoning. It is doubtful if any serious thinking on the part of the student will be induced by it.

Three hundred well-selected illustrations supplement the text. The book as a whole is an excellent contribution to the advancement of the new geography.

*Physiography for High Schools.* By A. L. AREY, F. L. BRYANT, W. W. CLENDENIN, and W. T. MORREY. New York: D. C. Heath & Co., 1911. Pp. 450.

In the *Physiography for High Schools* the authors have endeavored to select such material from the related sciences as seemed best adapted for high-school use. In making such selections they have kept in mind the 90 per cent of high-school students who complete their education in the secondary school. They hold that the student "should know of the earth as a whole, its relation to the other heavenly bodies, and the influence of its size, shape, and motions upon our daily life." This idea has led to the use of much astronomical, meteorological, geological, biological, and historical material. The text is divided into four parts, as follows: "The Earth as a Planet," "The Air," "The Sea," "The Land." An attempt is made throughout the book to show the relationship of climate and other physical environment upon man and his activities. It is to be regretted, however, that more emphasis has not been placed upon this phase of the subject. For this reason the book must be considered as a modified type of the old and not representative of the new geography. Nearly 250 illustrations consisting of pictures, maps, and diagrams supplement the text. At the end of each chapter are sets of questions designed to stimulate thought on the part of the student, as no direct answer to them is to be found in the text.

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*A Practical Course in Botany.* By E. F. ANDREWS, with Editorial Revision by FRANCIS E. LLOYD. New York: American Book Co., 1912. Pp. ix+374. $1.25.

The aim of the makers of this manual has been to provide a course that should meet the requirements of a year's work for college entrance, and at the same time to relate the work to "the business of life" by introducing some economic plants, and by some attention to the elements of agriculture, forestry, pathology, and hygiene.